



## Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Leigh Academy Cherry Orchard
Number of pupils in school	420 (not inc Nursery)
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024 / September 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Julie Forsythe
Pupil premium lead	Emma Newton
Governor / Trustee lead	Tunji Abimbola

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,515
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£101,515</b>

## Statement of Intent

At Leigh Academy Cherry Orchard (LACO), our "Inclusion First" philosophy ensures that disadvantage is never a proxy for low capability. Our intent is rooted in **equity over equality**: providing bespoke, high-impact levers that dismantle barriers to the "Exceptional" standard of education we provide for all.

**Our strategy is built on three evidence-led pillars:**

1. **Pedagogical Excellence:** High-quality teaching (HQT) is our primary lever. We focus on **adaptive teaching** rather than "differentiation by task," ensuring disadvantaged pupils access a curriculum as ambitious and knowledge-rich as their peers.
2. **The "Whole-Child" Diagnostic:** We recognise that academic gaps are often symptoms of wider barriers (attendance, SEMH, or cultural capital). Our strategy treats these as interconnected, not isolated.
3. **Sustained Parity:** We aim for disadvantaged pupils to not only meet but exceed national "all-pupil" averages, ensuring they are transition-ready for the next stage of their education.

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**Challenges** This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of Challenge
<b>1. Attendance &amp; Persistent Absence (PA)</b>	While PA is below national, a core group of disadvantaged pupils face complex barriers leading to gaps in subjects like mathematics.
<b>2. Mathematics</b>	To ensure KS2 Mathematics attainment for disadvantaged pupils at least meets or exceeds national averages for the "all pupils"
<b>3. Working Memory &amp; Automaticity</b>	A lack of "at-home" rehearsal for core fluency (times tables/phonics) leads to cognitive overload in higher-order problem solving and extended writing.
<b>4. SEMH &amp; Self-Regulation</b>	Post-pandemic anxiety and social-communication delays are more prevalent in our Year 5/6 disadvantaged cohort, impacting their "readiness to learn" and independence.

<b>5. The Opportunity Gap</b>	Limited access to "cultural capital" experiences results in a narrower world-view, impacting aspirational thinking and contextual vocabulary.
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## Intended Outcomes

<b>Intended Outcome</b>	<b>Success Criteria</b>	<b>RAG</b> March 2026
<b>Eliminate the Attendance Gap</b>	Disadvantaged pupils attendance to be $\geq 96\%$ . The gap in PA between disadvantaged and non-disadvantaged pupils to be reduced to $< 5\%$ .	
<b>Excellence in Reading &amp; Phonics</b>	100% of disadvantaged pupils (non-SEN) pass Phonics Screening. KS2 Reading attainment for disadvantaged pupils to exceed National "All Pupil" averages.	
<b>Mathematical Automaticity</b>	90% of disadvantaged Year 4 pupils to achieve 20+ on MTC. KS2 Maths progress scores for disadvantaged pupils to be in the "top quintile" nationally.	
<b>Inclusion &amp; Wellbeing</b>	External IQM (Inclusion Quality Mark) validation of "Flagship Status." Reduced behavior incidents for disadvantaged cohort through enhanced self-regulation.	

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## Activity in this Academic Year (Tiered Approach)

### Tier 1: Teaching (Budgeted: £54,515)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Goal:</b> High-quality teaching for all, underpinned by the "Great Teaching Toolkit."		
<p><b>Adaptive Practice CPD:</b> Moving beyond "support" to "challenge" and scaffolding for independence. Training for Teachers and Teaching Assistants around Adaptive Practices and Inclusion to enhance professional capability in adaptation and inclusion to ensure equitable learning opportunities for all pupils and to ensure disadvantaged pupils are not over-reliant on Teaching Assistants (TAs).</p>	<p>The Education Endowment Foundation (EEF) highlights that <b>teacher quality is the single most important factor</b> affecting student learning. Effective CPD is the mechanism for improving this quality. High-quality professional development has been shown to have a significant effect on teaching effectiveness. Adaptive practices and inclusion ensure equitable learning opportunities for all pupils by shifting the focus from treating everyone the <b>same (equality)</b> to providing every pupil with the <b>specific support they need</b> to achieve the same high standards (<b>equity</b>). This approach maintains high expectations for all learners while dynamically removing the individual barriers they face.</p>	All (1-6)
<p><b>Marking and Feedback:</b> CPD for Teachers and Teaching Assistants relating to marking and feedback.</p>	<p><a href="#">EEF Toolkit</a> for marking and feedback key findings include impact of high quality marking and feedback to be high. Improving the quality of feedback is consistently found to have a <b>high impact</b> on learning outcomes. The EEF reports an average impact equivalent to <b>up to eight additional months' progress</b> for students over the course of a year.</p>	4
<p><b>Cognitive Science Principles:</b> Staff training on adaptive practices, retrieval practice and dual coding to support disadvantaged pupils with lower working memory capacity.</p>	<p>The EEF notes that adaptive practices help to move learning on and is supportive of an inclusive approach to teaching and learning.</p>	2,3,4

## Tier 2: Targeted Academic Support (Budgeted: £30,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Goal:</b> Evidence-based "Keep-up" not "Catch-up"		
<b>Forensic Interventions (Lexia &amp; RWI):</b> Regular intervention based on "precision teaching" sessions for pupils in the bottom 20%, delivered by trained TAs.	Targeted deployment of Teaching Assistants, where they are trained to deliver an intervention to small groups or individuals has a high impact compared to other (EEF Teaching and Learning Toolkit)	3,4,5,6
<b>Maths Mastery 'Booster' Groups / Response to Maths interventions:</b> Small group tuition focused on "Number Sense" to ensure automaticity in preparation for the KS2 curriculum.	The EEF recognises the importance of improving mathematics skills in the Early Year and KS1 as well as highlighting how to support and further develop mathematics skills within KS2. Noting early intervention as the key to success.	2
<b>Reading &amp; Mentoring:</b> Reading support from one of our football coaches to specifically target disadvantaged boys to foster a "reading for pleasure" culture.	The National Literacy Trust recognises how reading buddies support a child's self esteem, help develop a love of reading and prioritises additional time for developing reading skills including decoding and comprehension.	3,4

## Tier 3: Wider Strategies (Budgeted: £17,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Goal:</b> Removing the "Hidden Barriers" to learning.		
<b>Pastoral Reach-Out:</b> Package of support available for anxious / disadvantaged pupils to support transition from the school gate / school office to class	The British Association for counselling notes that support in this area is key to success.	1,4,5
<b>"Passport to Experience":</b> Subsidised or fully subsidised residential trips, workshops, activity clubs and music lessons (iRock) to ensure 100% participation in the "hidden curriculum."	We will ensure that disadvantaged children never miss out on opportunities to build knowledge and experience.	5

<b>On-site Counselling:</b> Professional therapeutic support from our School Counsellor ensuring "readiness to learn."	The British Association for counselling and psychotherapy notes a number of benefits for school based counsellors.	1,4,5
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## Review of Outcomes (2024 - 2025)

**Headline Impact: \* KS2 Performance:** Our disadvantaged pupils significantly outperformed national disadvantaged pupils averages in all areas (e.g., **67% Combined vs 47% National**).

- **The "SEN-Adjusted" Excellence:** When adjusted for SRP/SEN, our disadvantaged cohort achieved **89% in RWM Combined**, demonstrating that our strategy effectively isolates and removes the "disadvantage" barrier for those without additional cognitive needs.
- **Attendance:** Disadvantaged pupils' attendance (**95%**) remains a strength, being nearly **6% higher** than the national average for this demographic.